



STO 

INSTITUTIONAL
SITY CITY & EQ

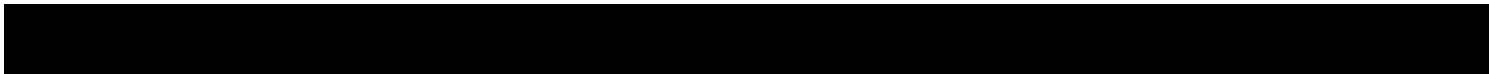
Galloway, NJ

DIVERSITY COMMITTEE
Annual Report
Academic Year 2015 - 2016

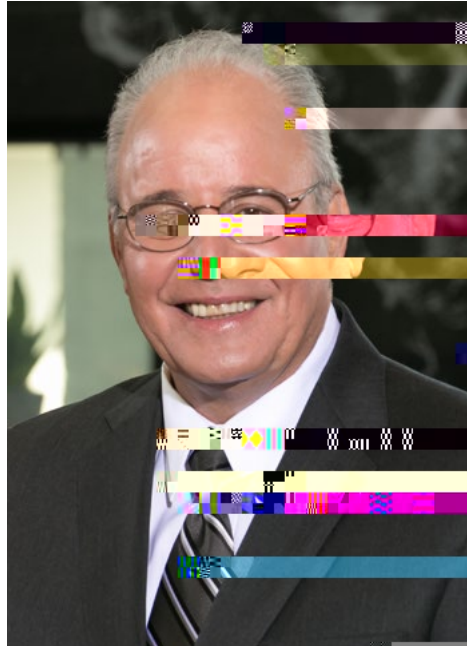
DIVERSITY COMMITTEE MEMBERSHIP

Dr. Harvey Kesselman..... President, Stockton University

CO-CHAIRS



PRESIDENT HARVEY KESSELMAN RECEIVES 2016 GIVING BACK AWARD



Stockton University President Harvey Kesselman received the 2016 Giving Back Award from INSIGHT Into Diversity magazine, the largest and oldest diversity and inclusion publication in higher education.

The Giving Back Award honors presidents and chancellors of colleges and universities who go above and beyond their everyday leadership duties and “give back” to their campuses and communities. Kesselman was featured, along with 26 other recipients nationwide, in the April 2016 Leadership Support and Giving Back issue of the magazine.

To read more about President Kesselman, connect to the April 2016 Leadership Support and Giving Back [issue](#).

TABLE OF CONTENTS

SECTION	PAGE
Introduction	1
Office of Institutional Diversity and Equity	1
Diversity Statement	1
University Committee for Diversity, Equity and Affirmative Action	2
Connection to Stockton's Strategic Themes	3
Diversity Committee Meetings	4
September	5
November	5
February	6
April	6
Webinar on Microaggressions and Bullying in the Workplace	6
Subcommittee Activities	8
Employee Affinity Networks	8
Diversity Benchmarking	9
Strategic Diversity Planning	6 14
	—
	—
	—
	—

INTRODUCTION

The Board of Trustees approves policies. In the spirit of shared governance and collaboration, the [Committee for Diversity, Equity and Affirmative Action](#)

marital status, age, ability or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination.

The University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation for others and enrich the individual, the campus and the community at large.

Diversity is intellectually challenging, and engagement with diversity is crucial to achieving the mission of a broad, liberal arts education. Intellectual and social diversity can teach students to appreciate alternative modes of understanding. Students learn more from exposure to unfamiliar topics, issues and perspectives than from material that reinforces previously held beliefs. A diverse University environment is also necessary for students to gain a greater understanding of themselves. This process of self-discovery requires that students interact in a safe, respectful, and affirming environment with people – faculty and staff as well as other students – who have different life experiences than their own. This interaction teaches that people are individuals who cannot be characterized by stereotypes and overgeneralizations. Exposure to diverse perspectives in and out of the classroom enables students to better define the people they wish to become, along with gaining a better understanding of their past.

The University has a role in the development of new ideas and the improvement of the physical and human environment of the surrounding community. Engagement with diversity engenders tolerance, empathy, and compassion. It prepares students to work effectively in a variety of contexts with people from diverse backgrounds and cultures. Not only does engagement with diversity prepare students to become cooperative and productive contributors to our society, it also ensures that the interests of people who have been traditionally underrepresented will be protected by those members of society who have been educated in diverse environments. The University's commitment to diversity thus promotes important social values for democratic citizenship.

Approved 9/28/2005 and revised 3/01/2016

UNIVERSITY COMMITTEE FOR DIVERSITY, EQUITY AND AFFIRMATIVE ACTION

Purpose

To ensure a vital and diversified community, the University is firmly committed to the principles of affirmative action. The Committee for Diversity, Equity and Affirmative Action serves as an advisory body to the president to assist the University in meeting its commitment to affirmative action and the continuing transformation from a campus that believes in diversity to a campus that lives its commitment to diversity.

Function

The Committee shall advise the president on the University's affirmative action, equity and diversity programs and propose changes where appropriate.

The Committee shall annually review the status and implementation of prior recommendations of the Committee and of the University's affirmative action, equity and diversity programs.

climate survey. Their work could include, but may not be limited to, seeking the involvement of appropriate campus offices in survey development, approvals, administration, as well as data analysis and recommendations. This subcommittee also makes recommendations on the cycle of survey administration, for example, every two years, every three years, and so on.

Strategic Themes: Learning, Engagement, and Global Perspectives



The Diversity Committee uses Blackboard to share and store documents for use by its members.

The Office of Institutional Diversity and Equity purchased Insight Into Diversity's Higher Education Excellence in Diversity ("HEED") Award Benchmarking Report. The report highlights information on the diversity capabilities of 92 recipients of the HEED award in 2015. According to this report, these institutional awardees "applied a strategic diversity leadership approach to advancing diversity, equity, and inclusion efforts at their institutions" (Williams, 2016, p. 6). The report is a resource for the Diversity Committee and contains information on such topics as strategic diversity leadership, diversity strategy and accountability, diversity financial systems and branding, access and equity capabilities, campus climate and inclusion capabilities, and learning and diversity capabilities.

September 2015 Meeting

At the first meeting of the academic year, President Harvey Kesselman welcomed everyone. President Kesselman shared his commitment to access and opportunity at Stockton as well as his 30 plus years of experience in higher education. President Kesselman was pleased to have additional student participation on the Diversity

February 2016

Subcommittees provided updates on their activities and plans to the larger committee for discussion and feedback.

Diane Epps provided the committee with an update on Stockton's Affirmative Action Plans which were under development and modeled after the current federal affirmative action regulations.

Cheryl Vaughn-Jones led a discussion about a two-part webinar on microaggressions and workplace bullying scheduled for March 2016, which would be the committee's first co-sponsored event this academic year with the Office of Institutional Diversity and Equity, the Office of Human Resources, and the Office of the Provost.

April 2016

The revised Diversity Committee policy draft and the draft procedures were discussed with the committee.

Cheryl Vaughn-Jones provided the committee with information on the follow-up meeting that occurred with individuals who attended the two-part webinar on microaggressions and workplace bullying, along with the possible identified next steps (see page 7 of this report for more detail).

Dr. Pedro Santana announced that Media Services is working on a second iteration of the [Stockton Difference](#) video.

WEBINAR: MICROAGGRESSIONS AND BULLYING IN THE WORKPLACE

In February 2016, Cheryl Vaughn-Jones became aware of a two-part interactive webinar on microaggressions and bullying in the workplace that would be aired in March 2016. The Diversity Committee collaborated with the Office of Institutional Diversity and Equity, the Office of Human Resources, and the Office of the Provost to co-sponsor the webinar. Selected employees who have managerial responsibility for Stockton's divisions, schools, and offices were invited to participate.

Session One was on understanding and identifying the impact of microaggressions, with learning outcomes of helping participants to be more aware of personal biases and stereotypes, and their influence on your organizational climate. Session One explored the definition and understanding of microaggressions, including the physiological, psychological impact, and cost of microaggressions in the workplace. The topics of cultural identity and implicit bias were also covered in Session One.

Understanding and Identifying the Impact of Microaggressions

Session I

Microaggressions have negative impact on:

- Individuals
- Workplace climate
- Your entire organization

Cultural awareness is foundational for understanding:

- Internal identity
- External identity
- Bias

Implicit bias affects organization culture:

- Employee interactions
- Decision making
- Policy development
- Career advancement

Session Two was on reducing hierarchical microaggressions and bullying in the workplace, with learning outcomes of helping participants identify strategies to confront and remove microaggressions and bullying actions from your unit. Sessions Two explored the definition of workplace bullying and its various and presented ways to reduce bullying and microaggressions in the workplace.

Microaggressions and Workplace Bullying

Session II

Hierarchical microaggressions are:

- Prevalent
- Institutional

Workplace bullying:

- Can escalate from microaggressions
- Can be broken down into five types
- Interpersonal and institutional

Microaggression and bullying actions can be reduced by:

- Engage in interpersonal communication
- Increase awareness and understanding
- Develop anti-bullying policy

After each session, there was no time for the participants to process what they learned and how the content could be applied in Stockton's workplace. As such, in April 2016, Cheryl Vaughn-Jones and Thomas Chester hosted a follow-up session with participants to further discuss how the information from the two-part webinar might benefit Stockton's workplaces. Participants shared their thoughts on the two-part webinar, followed by three breakout groups who discussed how we might use its information at Stockton. The following summarizes the highlights from each group's feedback.

- Review existing Campus Code of Conduct to start the discussion
- Consider policy and procedure on "respectful campus/workplaces" that contains a strong statement on prohibited conduct
- Tailor education about microaggressions and bullying in the workplace to different "environments" across campus, reinforcing a sense of community while recognizing particular concerns.
- Involve the Stockton affiliate of the National Coalition Building Institute in educating others on microaggressions and bullying.
- Provide education on this topic at faculty, staff, and student orientations, as well as in staff meetings and divisional retreats.
- Hold individuals accountable for microaggressions and bullying behavior.

A tool for recognizing microaggressions and the messages they send is provided in the Appendix to this report.

SUBCOMMITTEE ACTIVITIES

Employee Affinity Networks

Members: Colleen Britton, Thomas Chester, Dr. Arnaldo Cordero-Roman, Deanna Jackson, Dr. Francis Nzuki, Thomas O'Donnell, Tanya Ramos, Julie Shockley, and Diane Epps.

This subcommittee fostered the creation of two employee networks.

- _____

Diversity Benchmarking

Members: Dr. Donnetrice Allison, Dr. Darrell Cleveland, Dr. Arnaldo Cordero-Roman, Dr. Sonia Gonsalves, Dr. Brian Tyrrell, Dr. Zornitsa Kalibatseva, and Dr. Valerie Hayes, Esq.

Campus climate surveys in higher education have their roots in studies conducted by Hurtado (1992), Hurtado, Milem, Clayton-Pedersen, and Allen (1999), and Milem (2016). The dimensions of campus climate, particularly campus racial climates, are (a) historical legacies of inclusion and exclusion, (b) psychological climates of perceived discrimination and prejudice, (c) amount of structural diversity, and (d) behavioral interactions across difference (Hayes, 2016 referencing Hurtado et al., 1999). The organizational/structural context was added later to the dimensions of campus racial climates and addressed every operational aspect of higher education institutions such as curriculum, tenure, and so on (Hayes, 2016 referencing Milem, 2016).

This subcommittee met to discuss Stockton's [2008-09 Cultural Audit](#) to determine whether there was any remaining value to the recommendations generated from that audit six or seven years later. The cultural audit did not survey the entire employee population, but used a focus group method instead. The subcommittee quickly decided that distributing a campus climate survey to all employees would generate more data about Stockton's diversity and inclusion climate than conducting focus groups consisting of small subsets of employees.

The subcommittee explored the process and content of campus climate surveys used by other colleges and universities. The subcommittee also had videoconference conversations with individuals from the University of California at Berkeley and from the University of Puget Sound. Both universities used an external consultant to design their respective campus climate surveys. The former university provided us with a copy of its survey, while the latter did not. Also the latter university's campus climate survey process (1) was taken in house for subsequent survey content revision and distribution, and (2) is on a three-year schedule in which analysis and interpretation of the survey is done in collaboration with the campus community.

Dr. Laurie Shanderson is the principal investigator for the campus climate survey. Sometime during the fall 2016 semester, the survey will be distributed to Stockton employees. After the subcommittee completes the survey design phase of its work, there are still several steps it must take before the campus climate survey is distributed to employees, specifically (1) survey review by the President, (2) research approval from the Institutional Review Board, (3) a pilot study to gather information feedback on survey item construction, and (4) survey item revision based on pilot study feedback.





Stockton in a comprehensive way, one would need to embark on an exhaustive search, know in advance what to look for, and use the right keyword search words or terms.

Stockton needs to know what programs and efforts it already has in place that are directly or indirectly related to diversity and inclusion in order to map its journey and chart a course. Among other things, Stockton states the following in its Diversity Statement on page 2 of this report.

The University has a role in the development of new ideas and the improvement of the physical and human environment of the surrounding community. Engagement with diversity engenders tolerance, empathy, and compassion. It prepares students to work effectively in a variety of contexts with people from diverse backgrounds and cultures. Not only does engagement with diversity prepare students to become cooperative and productive contributors to our society, it also ensures that the interests of people who have been traditionally underrepresented will be protected by those members of society who have been educated in diverse environments.

At the September 2015 meeting, the Diversity Committee was informed of an Insight Into Diversity free webinar titled Leverage Campus Diversity through Effective Marketing. The free webinar covered best practices and innovative marketing ideas with the following learning objectives.

- Cost-effective ways to market diversity initiatives
- Create an effective campus-wide marketing campaign
- Establish collaborative marketing efforts aligned with key diversity messages
- Leverage marketing as a tool to recruit and retain students and employees
- Learn to better position and promote institutional awards, honors, and accolades
- Market your diversity success to alumni, campus recruiters, admissions teams, grant-giving organizations, and corporate partners

Three members of this subcommittee and two University Relations employees attended the webinar, the content of which helped inform the subcommittee on best practices in creating content for Stockton's diversity web page.

The subcommittee decided on a logo for the Diversity Committee website and for future committee communication material. The subcommittee worked with Web Communications to create a mock-up of the diversity web page and a navigation tab called **Celebrate Diversity**. The diversity web page would consist of the following information listed in alphabetical order.

- Campus Programs
 - Centers
 - Diversity Passport
 - Educational Pk
- Gesighvolvedves

REFERENCES

- Deruy, E. (July 2016). When college students need food pantries more than textbooks: Universities are discovering that keeping low-income students in school takes more than financial aid. *Atlantic Monthly*. Retrieved from <http://www.theatlantic.com/education/archive/2016/07/when-college-students-need-food-pantries-more-than-textbooks/490607/>
- Hayes, V. O. (2016). Student diversity and organizational culture: A naturalistic case study of student organization involvement in institution focused diversity work. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Thesis Database. (ProQuest No. 10108293).
- Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education*, 63(5), 539-569.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Report*, 26(8), 1-116.
- Milem, J. F. (2016, March). Campus diversity and its benefits for higher education: A review of the research and its implications for policy and practice. Closing keynote at the annual meeting of the National Association of Diversity Officers in Higher Education, San Francisco, CA.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley & Sons.
- Williams, D. A. (2016). The 2015-2016 HEED Award Benchmarking Report. College Park, MD: Potomac Publishing, Inc.

Several references were placed on the Diversity Committee Blackboard community as resources to assist them in their deliberations and activities. A sample list follows.

- Michael, S. O. (2007, June). Toward a diversity-competent institution: An Ohio administrator and professor offers a 14-point framework for institutional change. *University Business*. Retrieved from <https://www.universitybusiness.com/article/toward-diversity-competent-institution>.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: research-based perspective*. Washington, DC: Association of American Colleges and Universities.
- Trevino, J., Walker, T., & Leyba, J. (n.d.). *Inclusive excellence toolkit*. University of Denver Center for Multicultural Excellence. Retrieved from <http://www.du.edu/gsg/media/documents/InclusiveExcellenceToolkit-DUCME3-09.pdf>
- Williams, D. A. (2006). Overcoming the brutal facts: Building and implementing a relentless diversity change process. *The Diversity Factor*, 14(4), n. p.
- Williams, D. A. (2008). Beyond the diversity crisis model: Decentralized diversity planning and implementation. *Planning for Higher Education*, 36(2), 27-41.
- Windmeyer, S. (2015, March). Top 10 factors LGBTQ youth look for in choosing a college campus. *Insight Into Diversity*. Retrieved from <http://www.insightintodiversity.com/top-10-factors-lgbtq-youth-look-for-in-choosing-a-college-campus/>.

APPENDIX

Microaggressions are those words or actions that convey a message, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their membership in a socially marginalized group. **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending to the target of the microaggression.** Below are common examples of microaggressions and their messages.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
<ul style="list-style-type: none"> “Where are you from or where were you born?” “You speak English very well.” 	<ul style="list-style-type: none"> You are not a true American. You are a good person who needs help. 	<ul style="list-style-type: none"> Alien in Own Land When Asian Americans are named differently.
<ul style="list-style-type: none"> “Munk, and you?” “How do you pronounce that?” “Munk, and you?” “How do you pronounce that?” 	<ul style="list-style-type: none"> “Munk, and you?” “How do you pronounce that?” “Munk, and you?” “How do you pronounce that?” 	<ul style="list-style-type: none"> Alien in Own Land When Asian Americans are named differently.
<ul style="list-style-type: none"> “You are exotic.” “You are so intelligent.” “You are so hardworking.” “You are so smart.” 	<ul style="list-style-type: none"> “You are exotic.” “You are so intelligent.” “You are so hardworking.” “You are so smart.” 	<ul style="list-style-type: none"> Alien in Own Land When Asian Americans are named differently.
<ul style="list-style-type: none"> “When I look at you, I don't see a doctor.” “When I look at you, I don't see a scientist.” “When I look at you, I don't see a lawyer.” “When I look at you, I don't see a teacher.” 	<ul style="list-style-type: none"> “When I look at you, I don't see a doctor.” “When I look at you, I don't see a scientist.” “When I look at you, I don't see a lawyer.” “When I look at you, I don't see a teacher.” 	<ul style="list-style-type: none"> Alien in Own Land When Asian Americans are named differently.